

## Center for Career Development

### SFAC BUDGET REQUEST QUESTIONNAIRE – Budget Cycle FY27

**Instructions:** For each question/statement below, provide a clear and concise response (4 to 7 sentences). Note the special instructions for the following questions:

- For **Question #2**, attach/include an updated organizational chart for your unit with this document OR embed it in your response below.
- For **Question #3**, attach/include your Budget Worksheet AND provide a short list of funding sources, their intended purpose, and how you are utilizing the funds.

### **Questions and Statements**

1. **Provide a summary of your unit's mission/purpose, how you accomplish your unit's mission or purpose, and a justification of your unit's student fee allocation in terms of the benefit to students.**

The mission of the Center for Career Development is to educate and empower UHCL students through holistic career development practices that establish meaningful connections and opportunities through global outreach.

**Career Coaching:** Individualized support for career exploration; helping students understand their interests, strengths, and opportunities to make informed career choices.

**Job and Internship Search Assistance:** Providing job listings, internship opportunities, and employment resources. The center connects students with employers through career fairs, networking events, and our online job board.

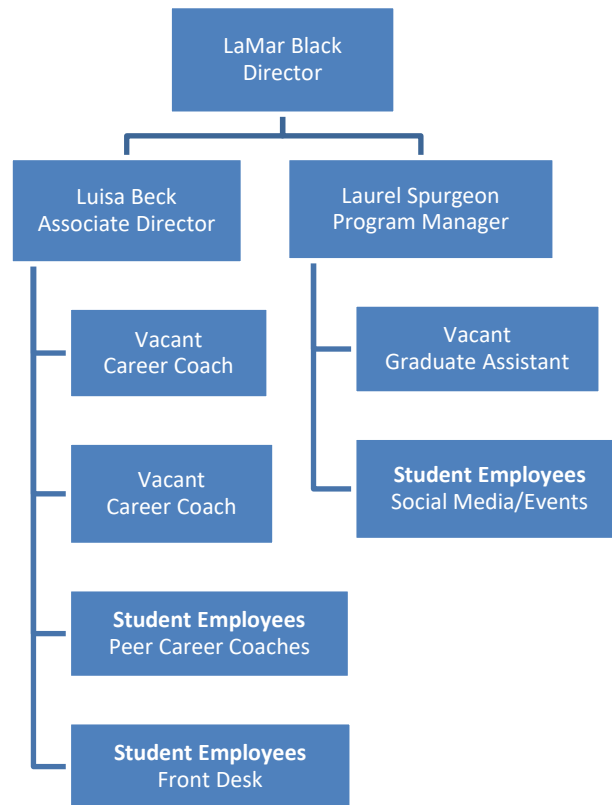
**Workshops and Skill Development:** Conducting workshops and seminars on resume writing, interview skills, networking, and other professional development topics.

**Employer Relations:** Building partnerships with local and national employers to create job opportunities and facilitate recruitment for students and graduates.

**Career Tools and Assessments:** Offering career assessments, such as personality or skills inventories, to guide students in choosing career paths that align with their abilities and goals.

Through these programs, services, and experiences, the Center for Career Development supports the university's overall mission to prepare students to thrive in a competitive workplace and to make meaningful contributions to their communities.

2. **Provide an organization chart of your unit. Include all professional and student staff positions (with names), as well as vacancies. Make sure it is easily identifiable between professional and student staff on the chart.**



**Student Employees:**

Lluvia Cavazos (Events Team/Social Media)  
Julia Rodriguez (Events Team)  
Kevin Ngo (Peer Coach)  
Joey Martinez (Front Desk Team)  
Diana Castillo (Front Desk team)

3. **Present your Budget Worksheet. You are required to show and outline ALL funding sources (i.e. student fees, central funding, grants, gifts, outside sales revenue, auxiliary income, etc.). Use this area to define each funding source, its intended purpose, and how you are utilizing said funds.**

**\*Attached is the Budget Sheet\***

**Breakdown of Budget Sheet:**

**Income**

Student Service Fees - \$479,167

- Salaries and Wages for Staff (Professional and Student Workers)
- Fringe Benefits for Staff

- Maintenance and Operations (Copier, Phones, etc.)
- Student Career Readiness Programming

Student Service Fees (one-time request) – \$31,840

One-time request to help support Jobs4Hawks career portal, career closet, hawk mentorship program, micro-internship platform, and career fair venue costs.

Other Designated Funds - \$12,000

Income from employers that attend career fairs utilized for student events and programming.

Gifts/Donations - \$15,000

Income received from corporate partner to help support and expand career programming and resources associated with student professional development.

Rollover from Gifts - \$16,471

***Total Income - \$554,478***

### **Expenses**

Salaries and Wages for Staff (Professional and Student Workers) – \$375,242

Fringe Benefits - \$ 92,102

Other Expenses - \$87,134

- Computer/Software (Jobs4Hawks, Handshake, Career Assessments) - \$16,094
- Programs Events - \$24,340
- Maintenance and Operations (Copier, Phones, Rentals, etc.) – \$46,700

***Total Expenses - \$554,478***

- 4. Did you receive any new funding for FY25? If so, please explain how it is being used. If you received any new one-time funding for FY26, please describe your plans to use those funds.**

No new funding was received for FY' 25 or FY'26.

- 5. How does your unit support the mission of Student Affairs and contribute to the student experience on campus? Consider the utilization and impact of your unit's services.**

The Division of Student Affairs creates transformational experiences that strengthen the educational journey for UHCL students. Through purposeful programs, comprehensive support services, and holistic resources, we commit to building an engaged community that cultivates personal development and success for all students.

Within the Center for Career Development, the department contributes to the student experience on campus and their future success. Throughout the year, the Center for Career Development hosts multiple events and programs around career readiness and personal development opportunities. During FY25, the Center for Career Development provided students drop-in appointments, online support through email, personal career coaching appointments, career fairs, career related workshops, access to a career closet, Jobs4Hawks Career and Job Portal, and career testing.

Below are some of the department's utilization numbers and the impact the Center for Career Development has had on the student experience:

# of student appointments:

- **8% increase** in student appointments scheduled from FY '24 (n=1382) to FY '25 (n=1494).
- Breakdown by classification:
  - Frosh – 55
  - Soph – 81
  - Junior – 352
  - Senior – 795
  - Graduate – 211
- Breakdown by college:
  - CSE – 474
  - COB – 469
  - COE – 70
  - HSH – 481

Top 3 appointments requested: Resume Review, Job Search and Internship Search.

The Center for Career Development facilitated or collaborated on **7 signature career fairs**: Fall 2024 All Majors Career Fair, Spring 2024 Accounting Recruiters Reception, Fall 2024 Teacher Career Fair, Spring 2025 Internship Fair, Spring 2025 Teacher Career Fair, Spring 2025 On-campus Employment Fair and Fall 2025 On-campus Employment Fair.

**Job Seeker attendance: 1066** (28% decrease from FY '24 (n=1207))

**Employer attendance: 176** (5% increase from FY '24 (n=159))

The Center for Career Development facilitated or partnered on **78 on-campus events**, engaging a total of **1,503 student participants** (FY '25 n=1503, FY '24 n=1266).

- From FY '24 to FY '25, **student attendance rose by 19%**, while the total number of events held saw a 23% decrease.
  - Classroom visits, workshops, employer panels, employer information sessions, CCD tabling, open house, etc.
  - Some of the requestors included all four academic colleges, student organizations, both DSA and non-DSA departments, and employers.

Jobs4Hawks Usage

- Student Activations – 4541 (**5% increase** from FY '24 (n=4333))
- Employer Activations – 2523 (**22% increase** from FY '24 (n=2060))

Students who have engaged with the Center for Career Development's resources have reported a high level of satisfaction with their experience.

<b>Surveys Completed</b>	50	
<b>Avg. Score (5.0 scale)</b>		
The Coach was courteous and helpful	The Coach and I were able to come up with a plan that is useful to me in dealing with my concerns	The Coach understood my concerns
4.9	4.7	4.8

**6. What did you learn in your annual assessment that is impacting your programs and services now?**

- We learned that students who attend a career readiness workshop, or event have a positive experience and feel they have attained relevant knowledge related to their career readiness. This outcome will allow us to continue being strategic about the workshop topics that we create throughout the academic year.
- We identified the services that students seek most, which are resume reviews, job and internship search. This data will assist in guiding our efforts related to community engagement and ensuring we strategically create spaces for students and employers to engage.

**7. Describe any new programs and/or initiatives for the current year.**

Hawk Mentorship Program - Developed a student mentorship program connecting students with UHCL alumni to offer professional guidance on their academic and career goals. This was a collaboration with the Alumni Relations Office that targeted UHCL alumni to serve as mentors. Furthermore, steps were taken to assess UHCL students' interest, resulting in over 40 interest forms collected during the initial recruitment phase. A series of events were held, including a Kick-off Ceremony, a Social Event, and a Closing Ceremony, all of which involved financial support.

Student Site Visit Program - In collaboration with one of our employer partners, we arranged a student site visit to gain insights into the organization, explore its internship opportunities, tour the facilities, and interact with the staff. We covered the transportation costs (i.e., shuttle) for the students.

Corporate Sponsorship Program - In collaboration with the University Advancement Office, we created a corporate sponsorship program that will allow us to receive external funding from community partners. This program has four levels that provide various services and incentives to our community partners that will increase their brand on campus. This program will assist in funding various career related activities and events.

Navigate - Set up the department within the Navigate platform as a Care Unit and referral source. This will enable efficient communication with students about career readiness activities and employment opportunities. Furthermore, being designated as a referral source will allow other

campus departments to electronically refer students to our office, giving us the opportunity to identify and proactively follow-up with them. We worked with the Navigate team on the setup process and training for professional and student staff.

Job Shadow Program - We created a program that allows students to observe professionals in their workplace, providing firsthand insight into day-to-day responsibilities and workplace dynamics. It is especially valuable for undecided students, as an opportunity to explore different roles and industries, helping them make informed career decisions. We partnered with several community partners to gauge interest and would be willing to open their facilities to students.

**8. What challenges or opportunities do you foresee for the current year and next year?**

Challenges

Engaging first- and second-year students can be challenging due to their limited awareness of campus resources, competing academic and social priorities, and uncertainty about their career paths.

Attracting employers from industries that do not heavily engage in campus events and activities. We have identified several industries such as IT, Healthcare, and Biotechnology that we plan to target this upcoming academic year.

Opportunities

We will continue to seek ways to engage our first-and-second-year students by creating more awareness around career readiness and gaining a better understanding of where they are in their career journey to tailor programming that is applicable. Building early connections, offering accessible programming, and fostering a sense of belonging are key to increasing participation and sustained involvement. Additionally, building stronger partnerships with faculty who teach courses primarily attended by first- and second-year students will be essential for fostering engagement directly within the classroom.

We will continue to build external relationships targeting industries that typically do not engage with UHCL. It will be challenging given the existing relationships some of these organizations have with larger institutions, but we will be strategic and purposeful in our efforts. Additionally, we will seek to leverage our alumni resources to connect with UHCL alum who are already employed with some of these organizations.

**9. Did you have more than \$5,000.00 in Student Fee funds swept at the end of FY25? If so, describe how much and in which areas the funds came from.**

Yes – we had approximately \$159,120 swept in FY '25 (salary and wages). We had multiple positions that remained vacant throughout FY '25. These positions were part of both the career coaching and employer relations teams.

**10. Are you requesting any new one-time funding for FY26 or FY27? Present your budget request with appropriate justification. \*Note that only one-time funding requests (no base requests) will be reviewed for FY26 and FY27.**

Yes – we are requesting one-time funding for FY'26 and FY '27 for the following:

**Hawk Mentorship Program –**

- This program connects students with UHCL alumni to offer professional guidance and support regarding their academic and career goals. Additionally, it broadened students' networks by connecting them with their mentor's professional circles, while helping them make more informed academic decisions and manage life's challenges with greater confidence. We received 44 student interest forms for the spring 2025 pilot and over 80 student interest forms for Fall 2025. During the Spring 2025 pilot, the program allowed us to support 13 mentees through a variety of activities and events designed to foster meaningful connections between mentees and their mentors. We plan to continue the program in the Fall 2025 semester. **Requested budget - \$6,000 (FY '26) and \$12,000 (FY '27) totaling \$18,000.**

**Jobs4Hawks –**

- Jobs4Hawks (powered by Handshake) displays opportunities that match student's major, interests, and experience level allowing them to review and apply for applicable employment opportunities. It also supports on-campus and off-campus events (virtual and in-person) allowing students to meet recruiters and learn about companies seeking to hire UHCL students. **Requested budget - \$5,000 (FY '26) and \$5,000 (FY '27) totaling \$10,000.**

**Career Closet –**

- Our career closet provides free professional attire for interviews, career fairs, class assignments and networking events. It eliminates the need for students to spend hundreds on business clothing, which can be a major barrier for low-income or first-generation students. **Requested budget - \$3,500 (FY '26) and \$3,500 (FY '27) totaling \$7,000.**

**Professional Headshot Machine –**

- A polished headshot helps students present themselves professionally on platforms like LinkedIn, Handshake, and resumes—boosting their chances of making strong first impressions with recruiters. A self-serve machine will reduce the need for CCD staff to coordinate photo sessions and allow students to take headshots on their own schedule—quickly and efficiently. **Requested budget - \$34,600 (FY '26).**

**Parker Dewey Micro-internship Platform –**

- Students can participate in short-term, paid, project-based work experiences—typically ranging from 5 to 40 hours. These opportunities are flexible to accommodate students' schedules, especially for those who might not otherwise have the chance to participate in

a traditional internship. Additionally, it allows students to explore different industries and roles, helping them discover their interests and strengths through practical experiences.

**Requested budget - \$2,500 (FY '26) and \$2,500 (FY '27) totaling \$5,000.**

**Career Fair Venue –**

- The Recreation & Wellness Center is used to support and host all four major career fairs held throughout the academic year. The costs related to venue usage cover the space, tables, and chairs totaling approximately \$2,200 in addition to securing parking reservations for employers totaling approximately \$210. This venue offers the essential resources to host employers on campus and enables students from all academic programs to engage and learn more about their employment opportunities (i.e., internships, part-time and full-time jobs). A portion of these expenses was previously covered by central funding designated for venue usage (i.e., \$6,000). However, with those funds no longer available, the costs will now be covered through revenue generated from the events. Note: these costs do not cover food for employers, staff, faculty, or volunteers involved in the event. **Requested budget - \$4,420 (FY '26) and \$8,840 (FY '27) totaling \$13,260.**

**Total amount requested for FY '26 - \$56,020 and FY '27 - \$31,840 (grand total \$87,860).**

**11. Please provide a narrative of how your unit would accommodate a reduction of 5.0% in your total FY27 budget and provide a line-item explanation of where budgetary cuts would be made.**

In order to accommodate a 5% budget reduction<sup>4</sup> of \$23,137.95 from the Center for Career Development allocated SFAC funds, we would have to make reductions to Salary and Wages, which would require the department to eliminate an additional staff position from a team of three. As stated in the FY '26 SFAC Budget Request Questionnaire, this would impact our ability to provide support services to students and their transition into the workforce through professional growth and development activities. Student demand increased during FY '25, but we didn't have sufficient staffing to address their needs within a reasonable timeframe which led to missed opportunities for appointments.